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**AN EMPIRICAL STUDY IN BRAND IMAGE FACTORS THAT
INFLUENCE STUDENTS BEHAVIOUR IN UNIVERSITI UTARA
MALAYSIA**

FADLI BIN OTHMAN



UUM
Universiti Utara Malaysia

**MASTER OF SCIENCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
2017**

**AN EMPIRICAL STUDY IN BRAND IMAGE FACTORS THAT
INFLUENCE STUDENTS BEHAVIOUR IN UNIVERSITI UTARA
MALAYSIA**



**By
FADLI BIN OTHMAN**

UUM
Universiti Utara Malaysia

**Research Paper Submitted to
School of Business Management,
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in Partial Fulfillment of the Requirement for the
Master of Science (MSc) Management**



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Abstrak

Tujuan kajian ini adalah untuk mengkaji gelagat pelajar terhadap imej jenama Universiti Utara Malaysia (UUM) setelah mendapat pentauliahian. Di dalam kajian ini, dimensi imej jenama diwakili oleh personaliti jenama dan identiti jenama. Manakala, dimensi gelagat pelajar pula diwakili oleh faktor kepuasan, jangkaan, prestasi dan pemikiran semasa belajar. Responden kajian ini adalah para pelajar UUM yang terdiri daripada pelajar siswazah dan pasca siswazah. Sebanyak 379 soal selidik telah dijadikan data untuk dianalisis dengan menggunakan perisian SPSS versi 24. Data diuji dengan menggunakan teknik statistik deskriptif, analisis faktor, analisis kebolehpercayaan, analisis korelasi Pearson, dan analisis regresi berganda bagi menjawab persoalan kajian dan mencapai objektif kajian ini. Keputusan kajian ini menunjukkan bagi mencapai kepuasan dan jangkaan pelajar dalam gelagat mereka, dimensi imej jenama iaitu keseronokan, ikhlas, kecanggihan, kecekapan, kelasakan dan identiti menjadi punca pengaruh terhadap hubungan itu. Melalui ujian korelasi, hasil kajian mendapati bahawa terdapat hubungan positif secara signifikan antara dimensi imej jenama terhadap gelagat pelajar. Melalui ujian regresi berganda pula, keputusan analisis data menunjukkan bahawa dimensi ikhlas, kecekapan dan identiti merupakan faktor utama bagi gelagat pelajar. Oleh itu, pengurusan universiti perlu memperkuat imej jenama mereka melalui elemen tersebut. Melalui ujian regresi berganda ini juga mendapati bahawa dimensi keseronokan, kecanggihan dan kelasakan tidak mempunyai hubungan signifikan terhadap gelagat pelajar. Ini menunjukkan bahawa pengurusan universiti boleh mengurangkan kos dengan tidak menekan imej jenama mereka menggunakan dimensi keseronokkan, kecanggihan dan kelasakan kerana ia tidak sesuai dengan universiti. Bagaimanapun, pengurusan universiti boleh menggunakan dimensi tersebut dengan inovatif untuk mempengaruhi gelagat pelajar. Kajian ini boleh digunakan oleh pengurusan universiti dalam memperbaiki imej jenama mereka untuk mempengaruhi gelagat pelajar dimasa akan datang.

Kata Kunci: pentauliahian universiti, imej jenama, personaliti jenama, identiti jenama, gelagat pelajar

Abstract

The purpose of this study is to examine student behaviour towards brand image of Universiti Utara Malaysia (UUM) after awarded accreditation. In this study, the dimensions of brand image represented by brand personality and brand identity. Meanwhile, the dimensions of student behaviour represented by the factor satisfaction, expectation, performance and thought about study time. Respondent of this study are UUM student which are undergraduate and postgraduate students. The total of 379 questionnaires outcomes, has been analyse by using SPSS software version 24. Descriptive analysis, factor analysis, reliability analysis, Person's correlation analysis and multiple regression analysis has been used to answers research question and to achieve the research objective in this study. Result of this study shows that to achieve student's satisfaction and expectation in their behaviour, the dimension of brand image which are excitement, sincerity, sophistication, competence, ruggedness and identity caused effect against that relationship. Through the correlation test, the study found that there are positive significant relationship between the dimensions of brand image toward student behaviour. Meanwhile, according to multiple regression test, the result shows that the sincerity, competence and identity dimension became the major factor influence the student behaviour. Therefore, the university management should strengthen their brand image through these elements. Through multiple regression test also were resulted the excitement, sophistication and ruggedness dimension not have a significant relationship towards student behaviour. This shows that the university management could cut cost by not emphasize their brand image by excitement, sophistication and ruggedness dimension because these dimensions were not suitable for a university. However, the university would innovatively using the dimensions for influencing student behaviour. This study can be used by university management in improving their brand image to influence the student behaviour in future.

Keyword: university's accreditation, brand image, brand personality, brand identity, student behaviour

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Fadli bin Othman
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Table of Contents

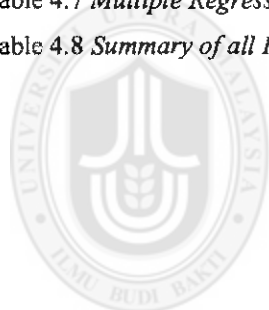
Permission to Use	i
Abstrak.....	ii
Abstract.....	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	viii
List of Figures.....	ix
List of Appendices	x
List of Abbreviations	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of Study	1
1.2 Problem Statement	6
1.3 Research Question.....	11
1.4 Research Objective.....	11
1.5 Significance of the Study	12
1.6 Scope of Study	12
1.7 Definition of Key Terms	12
1.8 Organization of Chapter in Thesis	14
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 University accreditation	15
2.3 Student behaviour.....	18
2.4 Branding	21
2.4.1 Brand image	22
2.4.2 Brand identity.....	24
2.4.3 Brand personality	28
2.5 Relationship between brand image and student behaviour	29
2.6 Theories and research framework	32
2.7 Hypothesis Statement.....	34

2.8 Summary	35
CHAPTER THREE: RESEARCH METHODOLOGY	36
3.1 Introduction	36
3.2 Research Method.....	36
3.3 Quantitative study	37
3.3.1 Research design	38
3.3.2 Population and Sampling	38
3.3.2.1 Population.....	39
3.3.2.2 Sampling Size and Technique	39
3.3.3 Instrument	42
3.3.3.1 Questionnaire Development	42
3.3.3.2 Measurement Instrument Development.....	45
3.3.3.2.1 Student Behaviour	45
3.3.3.2.2 Brand Image.....	48
3.3.4 Pilot Test	52
3.3.5 Data Collection Procedure	54
3.3.6 Data Analysis Technique	55
3.3.6.1 Descriptive Analysis.....	55
3.3.6.2 Factor Analysis	55
3.3.6.3 Reliability Analysis	56
3.3.6.4 Pearson's Correlation Analysis	57
3.3.6.5 Multiple Regression Analysis.....	57
3.4 Summary	57
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS.....	59
4.1 Introduction.....	59
4.2 Descriptive analysis	59
4.2.1 Gender.....	62
4.2.2 Age.....	62
4.2.3 Hometown.....	62
4.2.4 Year started study in UUM	63
4.2.5 Level of study	63

4.2.6 Semester	63
4.2.7 Program studied in high school.....	63
4.2.8 Types of channel they heard about UUM	63
4.2.9 Choice to choose UUM.....	64
4.2.10 Reason of study in UUM	64
4.3 Factor Analysis	64
4.3.1 Factor Analysis on Student Behaviour	66
4.3.2 Factor Analysis on Brand Image.....	69
4.4 Reliability Analysis.....	73
4.5 Pearson's Correlation Analysis.....	75
4.6 Multiple Regression Analysis	76
4.7 Summary	79
CHAPTER FIVE: DISCUSSIONS AND CONCLUSION.....	80
5.1 Introduction	80
5.2 Recapitulation of the study	80
5.3 Discussion	81
5.3.1 To determine the relationship between brand image towards student behaviour	82
5.3.2 To determine the influence of brand image toward student behaviour.....	85
5.4 Implication of the study	86
5.4.1 Theoretical implication	86
5.4.2 Practical implication	87
5.5 Limitation of the study	87
5.6 Recommendation for future study.....	88
5.7 Conclusion	89
REFERENCES.....	91

List of Tables

Table 2.1 <i>Theory and concept</i>	33
Table 3.1 <i>Undergraduates and postgraduates students actively registered in UUM (Semester A162)</i>	39
Table 3.2 <i>Krejcie and Morgan (1970) table</i>	40
Table 3.3 <i>Proportionate stratified simple random sampling</i>	42
Table 3.4 <i>Operational definitions and items for student behaviour dimensions</i>	45
Table 3.5 <i>Operational definitions and items for brand image dimensions</i>	49
Table 3.6 <i>The Cronbach's Alpha for each research measure from the Pilot Test (n = 30)</i> ..	54
Table 4.1 <i>Statistic of the respondent background</i>	60
Table 4.2 <i>Respondent demographics</i>	60
Table 4.3 <i>Results of Factor Analysis on Student Behaviour</i>	68
Table 4.4 <i>Results of Factor Analysis on Brand Image</i>	71
Table 4.5 <i>Results of Reliability Analysis</i>	74
Table 4.6 <i>Correlation between independent variables and dependent variables (N=379)</i> ...	75
Table 4.7 <i>Multiple Regression Analysis Result</i>	77
Table 4.8 <i>Summary of all Hypotheses</i>	78



UUM

Universiti Utara Malaysia

List of Figures

Figure 1.1 <i>Malaysian Budget 2016 Report for Higher Learning Institutions in Malaysia</i>	9
Figure 2.1 <i>David Aaker (1996) Brand Identity Planning Model</i>	26
Figure 2.2 <i>Research Framework</i>	34



UUM
Universiti Utara Malaysia

List of Appendices

Appendix A QUESTIONNAIRE..... 101

Appendix B SPSS OUTPUT 106

Appendix C LETTER OF DATA COLLECTION 128

Appendix D POPULATION OF STUDENTS IN UUM..... 129



List of Abbreviations

AACSB	Association to Advance Collegiate School of Business
AMBA	Association of Master of Business Administration
EFA	Exploratory Factor Analysis
KMO	Kaiser-Meyer-Olkin
PAF	Principal Axis Factoring
PhD	Doctor of Philosophy
SPSS	Statistical Package of Social Science
UUM	Universiti Utara Malaysia



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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Behaviour refers to the way a person or individual acts, which can be repeated, observed, and measured (Bicard & Bicard, 2014). In another context, the definition of behaviour is “any perceptible obvious development of the living being for the most part taken to incorporate verbal behaviour and additionally physical developments” (Bergner, 2011). As indicated by the definition, behaviour is basically a kind of noticeable physical movement; for example, a lady saying “hi”, a person raising his hand, or a pigeon pecking a plate. If we are to describe behaviour, the activities involved should be emphasised. An example can include Adam talking with his friend during class. However, we do not state the internal processes, feelings, or personal motivation such as the action of getting his friend’s attention when Adam wishes to talk to him during class. According to Guez and Allen (1998), behaviour is characterised as the manner in which a person acts or behaves. Behaviour can sometimes be shown in a situation to a person, a phenomenon, or an object. It is the way the person behaves himself/herself, and can be found in the path in which one treats others or handles objects or society. Thus, the point is the technique of the person behaviour towards society, object or people, either in the form of good or bad deeds. However, to conduct good or normal behaviour, an organisation will continuously prevent bad behaviour.

For this study, the researcher has narrowed down the different types of behaviours specifically into individual or consumer behaviour, as the study focuses solely on

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Appendix A

QUESTIONNAIRE



AN EMPIRICAL STUDY IN BRAND IMAGE FACTORS THAT INFLUENCE STUDENTS BEHAVIOUR IN UNIVERSITI UTARA MALAYSIA

Dear Mr/ Mrs/ Madam

This research is undertaken to examine the differences between university brand identity in comparing to brand image with the accreditation received by UUM. From this research, we hope to discover the factors that constitute in the dimensions of branding strategy which the dimensions will be used as guideline in achievement of positive outcomes as the university's promotional tools. As researchers for the university, we would appreciate if you could participate in this study by responding to this questionnaire.

To assist you in completing this questionnaire, please note the following:

- This questionnaire is preferably completed by the full time student of the Universiti Utara Malaysia. The return of each questionnaire is very valuable to us.
- Please be assured that any information you provide in this questionnaire is **STRICTLY CONFIDENTIAL** and will only be used for the purpose of this research. Your response will be integrated with the response of individuals from many other students. Truthful and accurate responses are very much appreciated. The final report will present only summative information and no details about individual survey responses will be reported.
- Please **answer all questions** in all sections.
- Please return the completed questionnaire to:

Fadli Othman
College of Business
Universiti Utara Malaya, 06010 Sintok
Kedah

- If you have any enquiries pertaining this study, please do not hesitate to contact Fadli Othman at 019-4720501 or mail to: fadli.othman91@yahoo.com

Thank you very much for your time and cooperation.

1. GENDER : FEMALE ☐ MALE ☐
Jantina Perempuan Lelaki

2. AGE : 18-20 years old ☐ 21-23 years old ☐
Umur 18-20 tahun 21-23 tahun
24-26 years old ☐ 27 years old and above ☐
24-26 tahun 27 tahun dan keatas

3. HOMETOWN :
Kampung halaman

4. Year started studied at UUM: 2010 or before ☐ 2011 – 2013 ☐
Tahun mula belajar di UUM 2010 atau sebelum 2011 – 2013
2014 – 2016 ☐ 2017 ☐
2014 – 2016 2017

5. Level of study : Degree ☐
Tahap pengajian Ijazah
Master ☐
Sarjana
PhD ☐
Doktor Falsafah

6. Semester : 1 2 3 4 5 6 7 8 9 10 and above/dan ke atas
Semester

7. Program studied in high school :
Jurusan yang diambil di sekolah menengah

8. Through what channels did you hear about UUM before applying?
Sebelum memohon, anda mengetahui tentang UUM melalui saluran?

Television ☐ Movies ☐ Newspaper ☐ Family and friends ☐
Televisyen Filem Surat Khabar Keluarga dan rakan-rakan
Tradeshaw event ☐ Former students ☐ other ☐
Acara pameran Bekas pelajar lain-lain

9. When you applied, UUM was : first choice ☐ second or third choice ☐
Semasa anda memohon, UUM adalah pilihan pertama pilihan kedua atau ketiga
fourth or fifth choice ☐ sixth choice or less ☐
pilihan keempat atau kelima pilihan keenam atau kebawah

10. Reason for starting your studies at UUM was :
Kepentingan untuk memulakan pengajian anda di UUM adalah

close to home ☐ the education (program) ☐ good reputation ☐
berdekatan rumah pengajian (program) reputasi yang baik
natural environment ☐ university environment ☐ other ☐
persekitaran semulajadi persekitaran universiti lain-lain

CIRCLE THE ANSWER

Bulatkan jawapan di bawah

STRONGLY DISAGREE (1)/ DISAGREE (2)/ FAIR (3)/ AGREE (4)/ STRONGLY AGREE (5)

Sangat tidak setuju(1)/ Tidak setuju(2)/ Neutral(3)/ Setuju(4)/ Sangat setuju(5)

11. I felt satisfied when I started my study with choosing to start at UUM. <i>Saya merasa berpuas hati apabila saya memulakan pengajian saya dengan memilih untuk bermula di UUM.</i>	1	2	3	4	5
12. Today, I felt satisfied that I started my study at UUM. <i>Hari ini, saya berpuas hati kerana memulakan pengajian saya di UUM.</i>	1	2	3	4	5

13. The image of UUM were corresponding to my expectations when I started studying here. <i>Imej UUM sepadan dengan jangkaan saya apabila saya memulakan pengajian di sini.</i>	1	2	3	4	5
14. The image of UUM was mainly positive. <i>Imej UUM adalah amat positif.</i>	1	2	3	4	5
15. My view towards UUM has changed since I started studying here. <i>Imej saya terhadap UUM telah berubah sejak saya mulakan pengajian disini.</i>	1	2	3	4	5

I perceived UUM to be a university with:

Saya mengetahui dan menyedari UUM untuk menjadi sebuah universiti dengan:

16. Warmth. <i>Kemesraan.</i>	1	2	3	4	5
17. Closeness. <i>Keakraban.</i>	1	2	3	4	5
18. Credibility. <i>Kebolehpercayaan.</i>	1	2	3	4	5
19. World class education. <i>Pendidikan bertaraf dunia.</i>	1	2	3	4	5
20. World class research. <i>Penyelidikan bertaraf dunia.</i>	1	2	3	4	5

Referring to UUM:

Merujuk kepada UUM:

21. I perceive the high quality of education. <i>Saya anggap kualiti pendidikan yang tinggi.</i>	1	2	3	4	5
22. My education is worth the effort. <i>Pendidikan saya amat berbaloi.</i>	1	2	3	4	5
23. My education is better than most others. <i>Pendidikan saya lebih baik daripada yang lain.</i>	1	2	3	4	5
24. Sometimes I feel that my studies are a waste of time. <i>Kadangkala saya berasa pengajian saya adalah satu pembaziran masa.</i>	1	2	3	4	5
25. I am very pleased with my direction of study. <i>Saya amat berpuas hati dengan hala tuju pengajian saya.</i>	1	2	3	4	5

As a student:

Sebagai student:

26. I perceived the high quality at UUM. <i>Saya mengetahui dan menyedari kualiti yang tinggi di UUM.</i>	1	2	3	4	5
27. My university is better than most other. <i>Univesiti saya lebih baik daripada yang lain.</i>	1	2	3	4	5
28. I am very pleased with my university. <i>Saya amat berpuas hati dengan universiti saya.</i>	1	2	3	4	5
29. I am satisfied with UUM as a place to study. <i>Saya berpuas hati dengan UUM sebagai tempat untuk belajar.</i>	1	2	3	4	5

30. I feel high degree for me to reach the goals with my studies. <i>Saya berasa di tahap yang tinggi untuk saya mencapai matlamat dengan pengajian saya.</i>	1	2	3	4	5
31. I have learned a lot from the classes that I participated in. <i>Banyak ilmu yang saya perolehi daripada kelas yang diambil.</i>	1	2	3	4	5
32. I have had problems passing in the classes I have attended. <i>Saya mempunyai masalah untuk lulus dalam kelas yang saya hadiri.</i>	1	2	3	4	5
33. I have received good grades in the classes I have attended. <i>Saya menerima gred yang baik dalam kelas yang saya hadiri.</i>	1	2	3	4	5

34. Within the last year, I had thoughts of changing education within UUM. <i>Dalam tahun akhir, saya memikirkan untuk mengubah pengajian dalam UUM.</i>	1	2	3	4	5
35. Within the last year, I had thought of changing to an education at another university. <i>Dalam tahun akhir, saya memikirkan untuk mengubah pengajian ke universiti lain.</i>	1	2	3	4	5
36. Within the last year, I often had thoughts of leaving my education. <i>Dalam tahun akhir, saya sering memikirkan untuk meninggalkan pengajian saya.</i>	1	2	3	4	5
37. I will probably look around for another education next year. <i>Saya mungkin akan mencari pengajian lain pada tahun hadapan.</i>	1	2	3	4	5
38. I will probably look around for another university next year. <i>Saya mungkin akan mencari universiti lain pada tahun hadapan.</i>	1	2	3	4	5
39. I care for what happens to my education. <i>Saya mengambil berat tentang apa yang terjadi terhadap pengajian saya.</i>	1	2	3	4	5
40. I care for what happens to UUM. <i>Saya mengambil berat tentang apa yang terjadi terhadap UUM.</i>	1	2	3	4	5
41. In my education, I am inspired to do my very best. <i>Dalam pengajian saya, saya berinspirasi untuk melakukan yang terbaik.</i>	1	2	3	4	5
42. At UUM, I am inspired to do my very best. <i>Di UUM, saya berinspirasi untuk melakukan yang terbaik.</i>	1	2	3	4	5

If you look at UUM as a person, how well does the following attribute agree with UUM's "personality"?
Jika anda lihat UUM sebagai seorang manusia, sebaik mana anda bersetuju dengan ciri berikut sebagai "peribadi" UUM?

A part of UUM's personality is to be:
Sebahagian daripada peribadi UUM adalah:

43. Down-to-earth. <i>Rendah diri.</i>	1	2	3	4	5
44. Family-oriented. <i>Berteraskan kekeluargaan.</i>	1	2	3	4	5
45. Small-town. <i>Bandar kecil.</i>	1	2	3	4	5
46. Honest. <i>Jujur.</i>	1	2	3	4	5
47. Sincere. <i>Ikhlas.</i>	1	2	3	4	5
48. Real. <i>Nyata.</i>	1	2	3	4	5
49. Wholesome. <i>Bermanfaat.</i>	1	2	3	4	5
50. Original. <i>Asli.</i>	1	2	3	4	5
51. Cheerful <i>Ceria.</i>	1	2	3	4	5
52. Sentimental. <i>Penuh perasaan.</i>	1	2	3	4	5
53. Friendly. <i>Mesra.</i>	1	2	3	4	5
54. Daring.					

<i>Nekad.</i>	1	2	3	4	5
55. Trendy. <i>Bergaya.</i>	1	2	3	4	5
56. Exciting. <i>Mengujakan.</i>	1	2	3	4	5
57. Spirited. <i>Berjiwa.</i>	1	2	3	4	5

58. Cool. <i>Hebat.</i>	1	2	3	4	5
59. Young. <i>Muda.</i>	1	2	3	4	5
60. Imaginative. <i>Berdaya imajinasi.</i>	1	2	3	4	5
61. Unique. <i>Unik.</i>	1	2	3	4	5
62. Up-to-date. <i>Terkini.</i>	1	2	3	4	5
63. Independent. <i>Berdikari.</i>	1	2	3	4	5
64. Contemporary. <i>Sezaman.</i>	1	2	3	4	5
65. Reliable. <i>Kebolehpercayaan.</i>	1	2	3	4	5
66. Hard working. <i>Bekerja keras.</i>	1	2	3	4	5
67. Secure. <i>Terjamin.</i>	1	2	3	4	5
68. Intelligent. <i>Bijak.</i>	1	2	3	4	5
69. Technical. <i>Berteknikal.</i>	1	2	3	4	5
70. Corporate. <i>Bekerjasama.</i>	1	2	3	4	5
71. Successful. <i>Berjaya.</i>	1	2	3	4	5
72. Leader. <i>Pemimpin.</i>	1	2	3	4	5
73. Confident. <i>Berkeyakinan.</i>	1	2	3	4	5
74. Upper class. <i>Berkelas atasan.</i>	1	2	3	4	5
75. Glamorous. <i>Popular/Terkenal.</i>	1	2	3	4	5
76. Good looking. <i>Beketerampilan.</i>	1	2	3	4	5
77. Charming. <i>Menawan.</i>	1	2	3	4	5
78. Feminine. <i>Feminin.</i>	1	2	3	4	5
79. Smooth. <i>Lancar.</i>	1	2	3	4	5
80. Outdoorsy. <i>Aktif.</i>	1	2	3	4	5
81. Masculine. <i>Maskulin.</i>	1	2	3	4	5
82. Tough. <i>Kuat.</i>	1	2	3	4	5
83. Rugged. <i>Lasak.</i>	1	2	3	4	5

Appendix B

SPSS OUTPUT

Pilot test

Descriptive Statistics

	N	Sum	Mean
expectation	30	118.60	3.9533
Identity	30	120.40	4.0133
satisfaction	30	114.22	3.8074
performance	30	107.50	3.5833
though_studytime	30	96.44	3.2148
sincerity	30	114.09	3.8030
excitement	30	115.36	3.8455
competence	30	118.78	3.9593
sophistication	30	113.17	3.7722
ruggedness	30	114.25	3.8083
personality	30	115.13	3.8377
Valid N (listwise)	30		

Expectation

Reliability Statistics

Cronbach's	
Alpha	N of Items
.562	5

Identity

Reliability Statistics

Cronbach's	
Alpha	N of Items
.750	5

Satisfaction

Reliability Statistics

Cronbach's	
Alpha	N of Items

.471	9
------	---

Performance

Reliability Statistics

Cronbach's	
Alpha	N of Items
.367	4

Though about study time

Reliability Statistics

Cronbach's	
Alpha	N of Items
.821	9

Sincerity

Reliability Statistics

Cronbach's	
Alpha	N of Items
.837	11

Excitement

Reliability Statistics

Cronbach's	
Alpha	N of Items
.880	11

Competence

Reliability Statistics

Cronbach's	
Alpha	N of Items
.827	9

Sophistication

Reliability Statistics

Cronbach's	
Alpha	N of Items
.717	6

Ruggedness

Reliability Statistics

Cronbach's	
Alpha	N of Items
.712	4

Personality

Reliability Statistics

Cronbach's	
Alpha	N of Items
.911	5

Descriptive analysis

Descriptive Statistics

	N	Range	Maximum	Mean	Std. Deviation
GENDER	379	1	2	1.24	.426
AGE	379	3	4	2.37	.906
HOMETOWN	379	1	2	1.09	.282
Year started studied at UUM	379	3	4	3.06	.445
Level of study	379	2	3	1.57	.736
Semester	379	3	4	1.61	.794
Program studied in high school	379	2	3	2.08	.732
Through what channels did you hear about UUM before applying?	379	6	7	4.39	1.605
When you applied, UUM was....	379	3	4	2.05	1.063
Reason for starting your studies at UUM was...	379	5	6	3.12	1.648
Valid N (listwise)	379				

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	289	76.3	76.3	76.3
	Male	90	23.7	23.7	100.0
	Total	379	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20 years old	61	16.1	16.1	16.1
	21-23 years old	166	43.8	43.8	59.9
	24-26 years old	102	26.9	26.9	86.8
	27 and above	50	13.2	13.2	100.0
	Total	379	100.0	100.0	

HOMETOWN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local	346	91.3	91.3	91.3
	International	33	8.7	8.7	100.0
	Total	379	100.0	100.0	

Year started studied at UUM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2010 or before	7	1.8	1.8	1.8
	2011-2013	6	1.6	1.6	3.4
	2014-2016	324	85.5	85.5	88.9
	2017	42	11.1	11.1	100.0
	Total	379	100.0	100.0	

Level of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	307	81.0	81.0	81.0
	Master	41	10.8	10.8	91.8
	Phd	31	8.2	8.2	100.0
	Total	379	100.0	100.0	

Semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first year	217	57.3	57.3	57.3
	second year	98	25.9	25.9	83.1
	third year	59	15.6	15.6	98.7
	forth year	5	1.3	1.3	100.0
	Total	379	100.0	100.0	

Program studied in high school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	pure science	87	23.0	23.0	23.0
	social science	174	45.9	45.9	68.9
	art	118	31.1	31.1	100.0
	Total	379	100.0	100.0	

Through what channels did you hear about UUM before applying?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	television	31	8.2	8.2	8.2
	movies	8	2.1	2.1	10.3
	newspaper	29	7.7	7.7	17.9
	family & friends	180	47.5	47.5	65.4
	tradeshow event	24	6.3	6.3	71.8
	former student	59	15.6	15.6	87.3
	other	48	12.7	12.7	100.0
	Total	379	100.0	100.0	

When you applied, UUM was....

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first choice	150	39.6	39.6	39.6
	second or third choice	113	29.8	29.8	69.4
	forth or fifth choice	62	16.4	16.4	85.8
	sixth choice or less	54	14.2	14.2	100.0
	Total	379	100.0	100.0	

Reason for starting your studies at UUM was...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	close to home	44	11.6	11.6	11.6
	the education (program)	157	41.4	41.4	53.0
	good reputation	38	10.0	10.0	63.1
	natural environment	40	10.6	10.6	73.6
	university environment	48	12.7	12.7	86.3
	other	52	13.7	13.7	100.0
	Total	379	100.0	100.0	

Universiti Utara Malaysia

Factor analysis

Dependent variable (Student Behaviour)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	2749.008
	df	120
	Sig.	.000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.051	44.072	44.072	6.559	40.996	40.996	2.964	18.523	18.523
2	1.247	7.794	51.866	.865	5.405	46.401	2.879	17.992	36.515
3	1.011	6.317	58.182	.559	3.492	49.893	2.141	13.378	49.893
4	.954	5.965	64.147						
5	.784	4.901	69.048						
6	.680	4.250	73.299						
7	.605	3.784	77.083						
8	.588	3.675	80.757						
9	.510	3.189	83.947						
10	.486	3.039	86.986						
11	.438	2.739	89.725						
12	.420	2.625	92.350						
13	.363	2.267	94.617						
14	.314	1.963	96.581						
15	.311	1.942	98.523						
16	.236	1.477	100.000						

Extraction Method: Principal Axis Factoring.

Rotated Factor Matrix^a

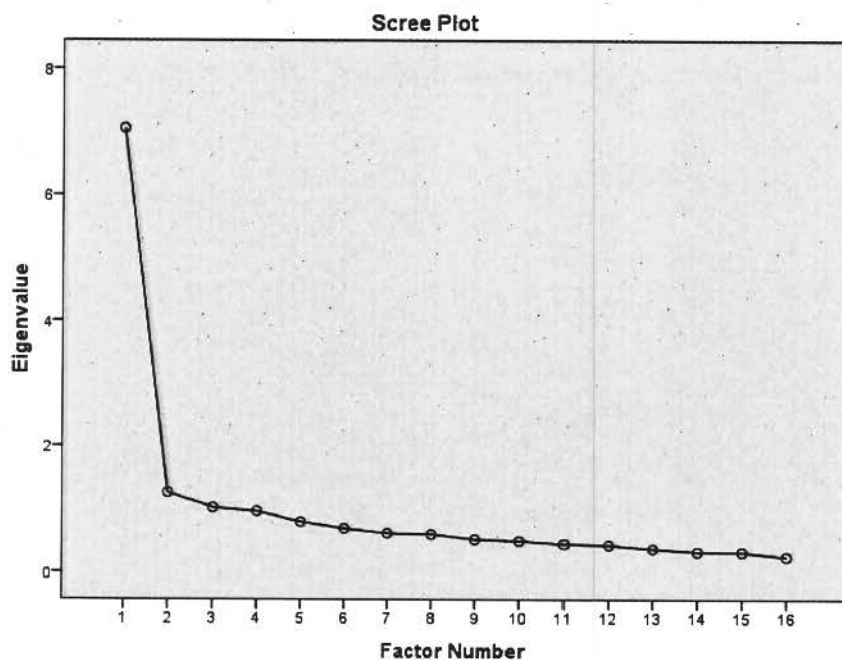
	Factor		
	1	2	3
I am very pleased with my university. (S8)	.785	.238	.157
My university is better than most other. (S7)	.744	.207	.166
I am satisfied with UUM as a place to study. (S9)	.597	.327	.248
I perceived the high quality at UUM. (S6)	.529	.431	.219

Today, I felt satisfied that I started my study at UUM. (E2)	.479	.466	.212
The image of UUM were corresponding to my expectations when I started studying here. (E3)	.191	.641	.067
I perceive the high quality of education. (S1)	.246	.574	.328
The image of UUM was mainly positive. (E4)	.396	.561	.196
I felt satisfied when I started my study with choosing to start at UUM (E1)	.405	.538	.244
My education is worth the effort. (S2)	.169	.524	.329
I feel high degree for me to reach the goals with my studies. (P1)	.373	.422	.320
I have received good grades in the classes I have attended. (P4)	.283	.389	.285
I have learned a lot from the classes that I participated in. (P2)	.289	.388	.378
At UUM, I am inspired to do my very best. (T9)	.234	.137	.824
In my education, I am inspired to do my very best. (T8)	.122	.264	.703
I care for what happens to UUM. (T7)	.332	.286	.339

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.



Independent variable (Brand Image)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.959
Bartlett's Test of Sphericity	Approx. Chi-Square	10014.835
	df	903
	Sig.	.000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.981	41.817	41.817	17.560	40.837	40.837	5.058	11.763	11.763
2	2.008	4.669	46.485	1.581	3.677	44.514	4.890	11.372	23.135

3	1.891	4.397	50.883	1.509	3.509	48.023	3.795	8.826	31.961
4	1.611	3.746	54.628	1.199	2.789	50.812	3.772	8.773	40.734
5	1.323	3.078	57.706	.947	2.203	53.015	2.921	6.793	47.527
6	1.076	2.503	60.210	.692	1.610	54.626	2.344	5.451	52.978
7	1.049	2.441	62.650	.613	1.425	56.050	1.114	2.590	55.569
8	1.000	2.327	64.977	.575	1.337	57.387	.782	1.819	57.387
9	.849	1.976	66.952						
10	.739	1.719	68.671						
11	.717	1.668	70.339						
12	.700	1.628	71.967						
13	.671	1.559	73.527						
14	.659	1.532	75.058						
15	.648	1.507	76.565						
16	.606	1.410	77.975						
17	.578	1.343	79.318						
18	.553	1.287	80.605						
19	.516	1.199	81.804						
20	.506	1.176	82.980						
21	.478	1.111	84.091						
22	.452	1.050	85.141						
23	.441	1.025	86.166						
24	.434	1.009	87.175						
25	.416	.968	88.143						
26	.387	.900	89.043						
27	.379	.881	89.924						
28	.374	.871	90.795						
29	.357	.829	91.624						
30	.341	.793	92.418						
31	.323	.750	93.168						
32	.313	.728	93.896						
33	.301	.700	94.596						
34	.283	.659	95.255						
35	.282	.656	95.912						
36	.277	.644	96.555						
37	.261	.606	97.161						
38	.248	.576	97.737						
39	.212	.494	98.231						
40	.204	.473	98.704						

41	.198	.460	99.165					
42	.182	.423	99.588					
43	.177	.412	100.000					

Extraction Method: Principal Axis Factoring.

Rotated Factor Matrix^a

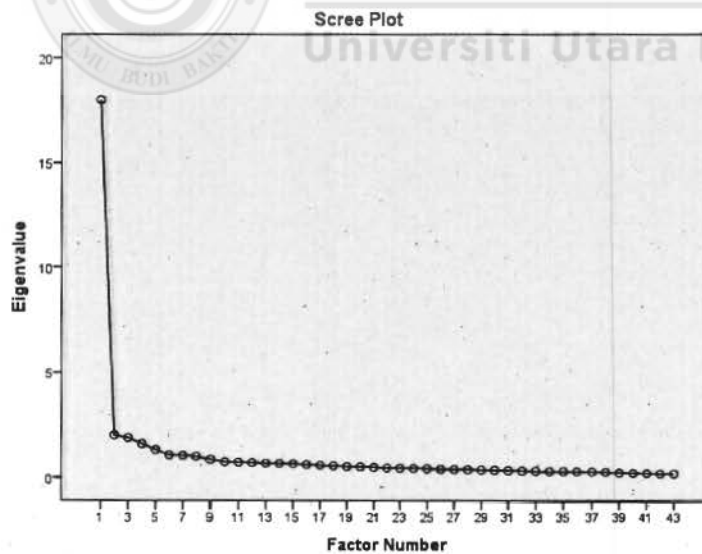
	Factor							
	1	2	3	4	5	6	7	8
Spirited. (PE4)	.612	.253	.218	.103	.143	.202	.043	.086
Independent. (PE10)	.581	.263	.144	.386	.145	.123	.001	-.111
Contemporary. (PE11)	.580	.282	.199	.242	.196	.178	.120	-.237
Exciting. (PE3)	.557	.243	.355	.126	.139	.089	.097	.201
Imaginative. (PE7)	.554	.262	.234	.118	.079	.076	.263	.146
Reliable. (PC1)	.540	.176	.189	.300	.106	.195	.005	.033
Unique. (PE8)	.530	.094	.207	.283	.097	.070	.090	.257
Up-to-date. (PE9)	.523	.146	.344	.349	.052	.154	.008	-.035
Hard working. (PC2)	.518	.220	.148	.368	.193	.179	.111	-.023
Cool. (PE5)	.441	.214	.386	.148	.105	.051	.203	.159
Young. (PE6)	.410	.255	.386	.084	.125	.117	.294	-.075
Sincere. (PSi5)	.180	.717	.159	.234	.154	.117	.056	.091
Honest. (PSi4)	.126	.653	.212	.264	.121	.236	.083	-.055
Wholesome. (PSi7)	.274	.611	.124	.155	.139	.111	-.093	.055
Real. (PSi6)	.273	.576	.109	.222	.169	.126	.074	.302
Family-oriented. (PSi2)	.144	.535	.181	.182	.116	.200	.052	.026
Down-to-earth. (PSi1)	.125	.533	.096	.134	.216	.167	.091	-.127
Original. (PSi8)	.228	.467	.101	.208	.174	.241	.074	.357
Daring. (PE1)	.314	.460	.238	-.060	.301	.081	.213	.060
Sentimental. (PSi10)	.162	.449	.231	.029	.190	.072	.200	-.011
Cheerful (PSi9)	.329	.422	.230	.196	.128	.192	.109	.311
Friendly. (PSi11)	.358	.420	.153	.168	.185	.139	.164	.166
Secure. (PC3)	.305	.364	.156	.344	.217	.131	.245	-.074
Good looking. (PSo3)	.200	.143	.674	.247	.131	.152	.163	.093
Charming. (PSo4)	.266	.146	.674	.196	.169	.133	.131	.006
Smooth. (PSo6)	.294	.235	.575	.180	.342	.083	-.029	-.011
Feminine. (PSo5)	.313	.258	.532	.146	.312	.081	.025	.055
Trendy. (PE2)	.413	.253	.525	.103	.162	.112	.026	.009
Glamorous. (PSo2)	.161	.233	.487	.379	.210	.163	.020	.040

Successful. (PC7)	.226	.201	.243	.655	.098	.162	.106	.000
Confident. (PC9)	.254	.267	.204	.630	.176	.181	.019	.034
Leader. (PC8)	.301	.214	.149	.624	.233	.175	.125	.111
Upper class. (PS01)	.207	.186	.381	.535	.220	.196	.014	.150
Corporate. (PC6)	.261	.274	.087	.472	.229	.207	.300	.070
Intelligent. (PC4)	.364	.204	.194	.431	.176	.206	.355	.158
Tough. (PR3)	.148	.211	.128	.228	.771	.120	.014	.048
Masculine. (PR2)	.120	.226	.260	.101	.703	.092	.180	-.005
Rugged. (PR4)	.123	.222	.183	.167	.662	.008	.076	.014
Outdoorsy. (PR1)	.170	.232	.258	.234	.409	.092	.033	.230
World class education. (I4)	.214	.196	.151	.213	.096	.743	-.013	.142
World class research. (I5)	.158	.225	.169	.122	.031	.736	.146	.029
Credibility. (I3)	.144	.281	.079	.241	.113	.614	.032	-.059
Technical. (PC5)	.249	.192	.201	.323	.232	.103	.542	.044

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 10 iterations.



Reliability analysis

Scale: DV_satisfaction

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.840	.841	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /		N of Items
					Minimum	Variance	
Item Means	3.923	3.847	4.069	.222	1.058	.010	4

Scale: DV_expectation

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.805	.806	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /		N of Items
					Minimum	Variance	
Item Means	3.920	3.747	4.013	.266	1.071	.013	5

Scale: DV

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.784	.789	2

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /	Variance	N of Items
					Minimum		
Item Means	3.922	3.920	3.923	.003	1.001	.000	2

Scale: IV_excitement

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.902	.903	9

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /	Variance	N of Items
					Minimum		
Item Means	3.777	3.673	3.989	.317	1.086	.010	9

Scale: IV_sincerity

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.861	.862	6

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /		N of Items
					Minimum	Variance	
Item Means	3.619	3.480	3.828	.348	1.100	.013	6

Scale: IV_sophistication

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.875	.875	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /		N of Items
					Minimum	Variance	
Item Means	3.591	3.454	3.752	.298	1.086	.013	5

Scale: IV_competence

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.865	.867	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.953	3.805	4.034	.230	1.060	.010	4

Scale: IV_ruggedness

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.846	.846	3

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.463	3.383	3.536	.153	1.045	.006	3

Scale: IV_image

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.833	.834	3

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /		N of Items
					Minimum	Variance	
Item Means	3.954	3.905	4.018	.113	1.029	.003	3

Scale: IV

Reliability Statistics

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.953	.953	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum /		N of Items
					Minimum	Variance	
Item Means	3.724	3.383	4.034	.652	1.193	.035	30

Pearson's correlation analysis

Descriptive Statistics

	Mean	Std. Deviation	N
IV_excitement	3.7766	.75959	379
IV_sincerity	3.6187	.73291	379
IV_sophistication	3.5905	.87124	379
IV_competence	3.9532	.82171	379
IV_ruggedness	3.4626	.92486	379
IV_identity	3.9543	.70291	379
DV_satisfaction	3.9228	.67784	379
DV_expectation	3.9203	.58814	379

Correlations

		IV_excite ment	IV_since rity	IV_sophist ication	IV_compet ence	IV_rugged ness	IV_iden tity	DV_satisfa ction	DV_expect ation
IV_excitement	Pearson Correlation	1	.631**	.719**	.709**	.477**	.520**	.473**	.531**
	Sig. (1-tailed)		.000	.000	.000	.000	.000	.000	.000
	Sum of Squares and Cross-products	218.098	132.886	179.907	167.396	126.798	105.017	91.993	89.631
	Covariance	.577	.352	.476	.443	.335	.278	.243	.237
	N	379	379	379	379	379	379	379	379
IV_sincerity	Pearson Correlation	.631**	1	.568**	.609**	.512**	.536**	.506**	.544**
	Sig. (1-tailed)	.000		.000	.000	.000	.000	.000	.000
	Sum of Squares and Cross-products	132.886	203.046	137.094	138.608	131.238	104.391	95.015	88.619
	Covariance	.352	.537	.363	.367	.347	.276	.251	.234
	N	379	379	379	379	379	379	379	379
IV_sophistica tion	Pearson Correlation	.719**	.568**	1	.631**	.556**	.441**	.438**	.401**
	Sig. (1-tailed)	.000	.000		.000	.000	.000	.000	.000
	Sum of Squares and Cross-products	179.907	137.094	286.926	170.681	169.332	102.169	97.872	77.753
	Covariance	.476	.363	.759	.452	.448	.270	.259	.206
	N	379	379	379	379	379	379	379	379
IV_competen ce	Pearson Correlation	.709**	.609**	.631**	1	.513**	.533**	.517**	.526**
	Sig. (1-tailed)	.000	.000	.000		.000	.000	.000	.000

	Sum of Squares and Cross-products	167.396	138.608	170.681	255.231	147.462	116.272	108.943	96.086
	Covariance	.443	.367	.452	.675	.390	.308	.288	.254
	N	379	379	379	379	379	379	379	379
IV_ruggedness	Pearson Correlation	.477**	.512**	.556**	.513**	1	.324**	.325**	.286**
	Sig. (1-tailed)	.000	.000	.000	.000		.000	.000	.000
	Sum of Squares and Cross-products	126.798	131.238	169.332	147.462	323.332	79.574	77.032	58.771
	Covariance	.335	.347	.448	.390	.855	.211	.204	.155
	N	379	379	379	379	379	379	379	379
IV_identity	Pearson Correlation	.520**	.536**	.441**	.533**	.324**	1	.611**	.659**
	Sig. (1-tailed)	.000	.000	.000	.000	.000		.000	.000
	Sum of Squares and Cross-products	105.017	104.391	102.169	116.272	79.574	186.763	110.079	102.952
	Covariance	.278	.276	.270	.308	.211	.494	.291	.272
	N	379	379	379	379	379	379	379	379
DV_satisfaction	Pearson Correlation	.473**	.506**	.438**	.517**	.325**	.611**	1	.651**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000		.000
	Sum of Squares and Cross-products	91.993	95.015	97.872	108.943	77.032	110.079	173.680	98.119
	Covariance	.243	.251	.259	.288	.204	.291	.459	.260
	N	379	379	379	379	379	379	379	379
DV_expectation	Pearson Correlation	.531**	.544**	.401**	.526**	.286**	.659**	.651**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	
	Sum of Squares and Cross-products	89.631	88.619	77.753	96.086	58.771	102.952	98.119	130.754
	Covariance	.237	.234	.206	.254	.155	.272	.260	.346
	N	379	379	379	379	379	379	379	379

** . Correlation is significant at the 0.01 level (1-tailed).

Multiple regression analysis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	IV_identity, IV_ruggedness, IV_excitement, IV_sincerity, IV_sophistication, IV_competence ^b		Enter

a. Dependent Variable: DV

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.757 ^a	.573	.566	.37589	1.953

a. Predictors: (Constant), IV_identity, IV_ruggedness, IV_excitement, IV_sincerity, IV_sophistication, IV_competence

b. Dependent Variable: DV

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ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.555	6	11.759	83.223	.000 ^b
	Residual	52.562	372	.141		
	Total	123.117	378			

a. Dependent Variable: DV

b. Predictors: (Constant), IV_identity, IV_ruggedness, IV_excitement, IV_sincerity, IV_sophistication, IV_competence

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.242	.124	10.035	.000		
	IV_excitement	.069	.043	.092	.113	.345	2.901
	IV_sincerity	.146	.038	.187	.000	.479	2.086
	IV_sophistication	-.001	.035	-.002	.974	.410	2.440
	IV_competence	.113	.037	.163	.002	.408	2.448
	IV_ruggedness	-.026	.027	-.042	.329	.616	1.623
	IV_identity	.389	.035	.480	.000	.631	1.586

a. Dependent Variable: DV

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions					
					IV_excitement	IV_sincerity	IV_sophistication	IV_competence	IV_ruggedness	IV_identity
1	1	6.871	1.000	.00	.00	.00	.00	.00	.00	.00
	2	.042	12.843	.09	.00	.00	.03	.00	.60	.08
	3	.029	15.271	.18	.06	.00	.28	.02	.31	.03
	4	.018	19.448	.41	.00	.39	.28	.08	.00	.01
	5	.015	21.128	.00	.01	.45	.13	.57	.02	.00
	6	.014	22.133	.30	.04	.11	.05	.03	.02	.88
	7	.010	26.102	.03	.89	.05	.23	.28	.05	.01

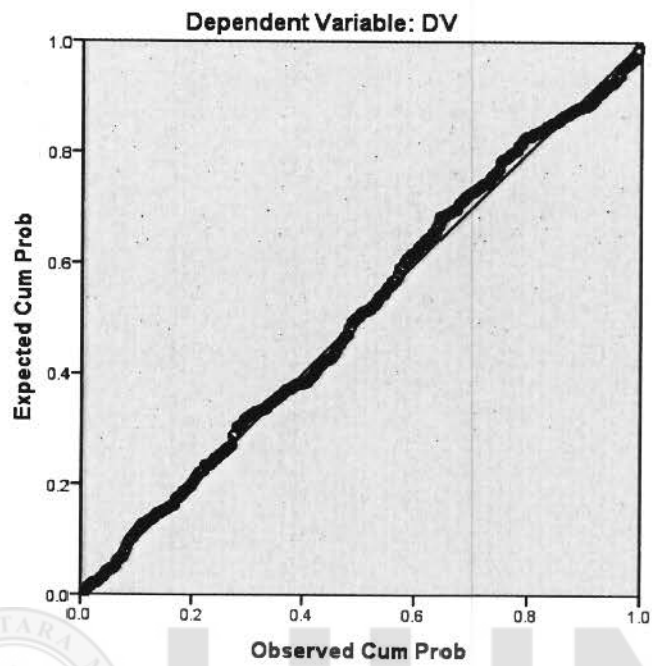
a. Dependent Variable: DV

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.2705	4.7293	3.9214	.43203	379
Residual	-1.32885	1.36075	.00000	.37290	379
Std. Predicted Value	-3.821	1.870	.000	1.000	379
Std. Residual	-3.535	3.620	.000	.992	379

a. Dependent Variable: DV

Normal P-P Plot of Regression Standardized Residual



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Appendix C
LETTER OF DATA COLLECTION

FADLI BIN OTHMAN
Sarjana Pengurusan,
Universiti Utara Malaysia,
06010 Sintok, Kedah.

RECEIVED
15 MAR 2017
Admission & Record Unit
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia

Jabatan Hal Ehwal Akademik,
Universiti Utara Malaysia,
06010 UUM Sintok,
Kedah Darul Aman.

16 Februari 2017

Tuan/ Puan,

**PERMOHONAN MENDAPATKAN POPULASI BILANGAN PELAJAR DI
UNIVERSITI UTARA MALAYSIA**

Dengan sukacitanya perkara di atas adalah di rujuk.

2. Saya seperti nama di atas bernombor matrik 820346 merupakan pelajar semester akhir Sarjana Pengurusan, Universiti Utara Malaysia. Saya kini dalam proses menyiapkan tugasan penyelidikan berkaitan dengan penyelidikan kesan penjenamaan imej universiti terhadap gelagat pelajar UUM. Saya ingin mendapatkan populasi bilangan pelajar di UUM untuk menjalankan kajian ini.

3. Sebarang maklumat lanjut, saya boleh dihubungi melalui:

No telefon : 019-4720501
Email : fadli.othman91@yahoo.com

Kerjasama dan perhatian daripada pihak tuan/puan amatlah dihargai dan didahului dengan ucapan terima kasih.

Sekian,

Universiti Utara Malaysia

Yang Benar,

[Signature]
Disemai oleh

[Signature]
(Fadli bin Othman)

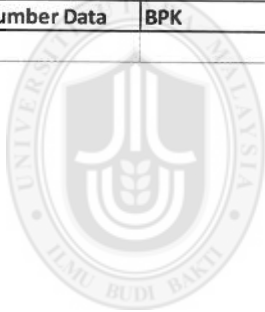
[Signature]
(Dr. Shamsuddin SAAD)
Senior Lecturer
Marketing Program
School of Business Management
College of Business
Universiti Utara Malaysia

Shamsuddin SAAD - L/P (Chairman of JPP)

Appendix D

POPULATION OF STUDENTS IN UUM

Enrolmen Pelajar Aktif UUM Mengikut Peringkat, TarafWarga dan Jantina					
Tarikh Data	19/3/2017	<input checked="" type="checkbox"/>			
kategori_status	Enrolmen	<input checked="" type="checkbox"/>			
status umum	Aktif	<input checked="" type="checkbox"/>			
Peringkat_	TarafWarga/ Jantina	<input checked="" type="checkbox"/>			
	Warganegara				
	Bukan Warganegara				
Pengajian	Lelaki	Perempuan	Lelaki	Perempuan	Grand Total
Postgraduate	1476	2396	855	256	4983
Undergraduate	6282	13827	654	458	21221
Grand Total	7758	16223	1509	714	26204
Tarikh Data	19 Mac 2017				
Tarikh Lapor	20 Mac 2017				
Sumber Data	BPK				



UUM

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